



COALITION FOR MULTIPLE PATHWAYS

Pathway Development Working Group
Tuesday, March 24, 2009

Meeting Notes

Participants

Laurel Adler, East San Gabriel Valley ROP

Keith Archuleta, East County Business Education Alliance

Kevin Baker, San Bernardino County Superintendent of Schools, Alliance for Education

Jennielyn Dino-Rossi, Contra Costa Economic Partnership

Virginia Eves, San Diego Unified School District

Hannah MacLaren, Los Angeles Coalition of Essential Schools

Robin Mencher, KQED Education Network

Leslie Rodden, San Bernardino County Superintendent of Schools, Alliance for Education

April Treece, Contra Costa Economic Partnership

Ralph West, San Diego Unified School District

Penni Hudis, ConnectEd: The California Center for College and Career

Welcome and Introductions

After introductions, Penni thanked all who were able to join the Coalition Convening in January and contribute to the rich conversations that day. The objective of the meeting today will be to develop specific concrete activities for the Pathway group this year. The summary notes from the State Support table discussions at the Convening will be used as a jumping off point for this discussion.

Project Based Learning Showcase

Virginia Eves and Ralph West gave details to participants about the Project Based Learning Showcase in San Diego on May 21st. This is the culminating event for the student project ideas that teachers initiated during a 30-hour professional development workshop last July. During the showcase, the students will be the main presenters. Participating schools will be competing as newcomers or veterans. In total, there will be 25 teams from both the comprehensive high schools and the academies, which are made up of academic and CTE teachers from 14 different school sites. The public is also invited to attend and observe the project presentations. There will be between 24 and 30 judges who will score projects using a rubric based on Adria Steinberg's 6 A's.

Key Discussion Questions for Today's Meeting

What needs to be done to establish a statewide infrastructure that facilitates local pathway expansion? How can the Coalition help make these efforts a reality? Which Coalition member organizations need to be involved? What would be the first key steps?

Penni asked participants to look at the notes from the convening (which addressed the key discussion questions above) to decide what the priorities would be for the working group this year. Before focusing on concrete priorities, there was discussion about general issues of importance, which included:

1. What are the developmental stages for multiple pathways, and what kind of timeline can be expected to get there?
2. How can the effectiveness of multiple pathways be demonstrated?
3. Best practices need to be demonstrated, but first, what does this mean?

Working Group members in attendance decided that some important priorities (such as raising awareness of multiple pathways, or policy issues) should be deferred to the Building Awareness and Policy Working Groups, respectively. This would allow the Pathway Group to focus on the multiple pathways approach, especially features, indicators, best practices, and results. A priority for the group will be to identify useful tools for measuring pathway quality and success, promoting best practices, and expanding pathways.

As there appeared to be some lack of clarity on the overall mission of the Coalition, and therefore, how the Pathway Working Group might take action, Penni gave a summary. Relatively small numbers of students in California have access to multiple pathways in their school districts, so one of the key goals of the Coalition is to help increase access. The Coalition is promoting the multiple pathways components (a rigorous academic core, integrated with a challenging technical core, work based learning and supplemental services related to reading, writing and counseling). All of the components are organized around the 15 industry sectors (or themes) identified by the California Department of Education.

In order to clarify a focus for the Pathway Working Group, Keith suggested thinking of the three Coalition working groups in the following way:

1. The Pathway group represents the story.
2. The Building Awareness group represents how the story will be told.
3. The Policy group advocates for the story.

This way of looking at each group's purpose helped to form the priorities for the Pathway Group.

Priorities for Toolkit Development

I. Postsecondary Connections

The group decided that one of its priorities should be to emphasize postsecondary connections as a key element of the multiple pathways approach. There are several benefits of strong postsecondary linkages, including articulation agreements. First, more students and families will honor counselors' advice to participate in pathway programs if higher education institutions acknowledge the value of multiple pathways. Second, articulation agreements with community colleges reduce the burden on high schools to offer more

specialized pathway courses to high school juniors and seniors. For example, Kevin described the scenario in San Bernardino County. Some high schools in the county are delivering a PLTW engineering curriculum, which is “a-g” approved. Since Chaffey Community College has the technology needed to deliver these courses (when high schools do not), through an articulation agreement students can access PLTW courses. This allows a partnership in which the students, the high school, and the community college all benefit.

Third, partnerships with postsecondary institutions also benefit teachers. For example, in San Bernardino County, an SB70 grant is supporting teacher externships at CSU San Bernardino. Over the summer, teachers learn how to integrate CTE and academics, while teachers gain additional exposure to the college. April also commented that in Contra Costa County, the community colleges and CSUs are considering helping high schools to implement PLTW courses to increase the rigor and relevance of existing engineering and manufacturing pathway programs.

Based on this discussion, the group discussed the idea of an experiential site visit that would bring together Chaffey College, CalPoly (which also participates in secondary/postsecondary articulation agreements) and their partner high schools to demonstrate how the partnership provides a full engineering pathway sequence. Participants also agreed that as new articulation agreements are developed, these should be shared with the group and others (possibly through templates).

The outcome of this discussion was for the Pathway Group to form a toolkit on best practices and models for articulation agreements. The entire Multiple Pathways Coalition will be queried about their experiences with articulation agreements through a survey. Then the Pathway group will look for postsecondary partners to join the Coalition. They will also make sure that high schools that are a part of the Coalition are aware of the “pathways project” with local community colleges.

II. Demonstrating Effectiveness

Another priority established for the coming year was demonstrating effectiveness. In particular, the group recommended gathering and sharing the following: data from current pathway programs; key success indicators; student academic performance data; and data on essential work-ready skills in relation to industry-specific skills.

This project can begin with data already available. **Coalition members will be asked (in the same survey used to identify best practices related to articulation agreements) for specific multiple pathways data to judge internal effectiveness.** This could provide a means to introduce any new assessment models. Once the information is collected, the Building Awareness and Policy Working Groups will also have access. Penni added that ConnectEd is currently working on disseminating indicators of multiple pathways effectiveness through its 16 network sites. Furthermore, SRI, International will be putting together indicators for the district initiative evaluation. So the feedback from the Coalition survey will provide a third means of indicator feedback. This could all be included in the toolkit for data collection strategies. Leslie also offered to share her Algebra 1/ STEM survey information once the project is underway.

WASC Accreditation

Rubric

April suggested that the multiple pathways rubric on the ConnectEd website is a good example of how schools can gauge where they are with multiple pathways, and what elements should be examined for future improvement. She posed the following question to the group: What success indicators can be plugged into this rubric (such as dual enrollment, the number of students going on to postsecondary education, careers students are going into, etc.) so that anyone interested in pathways can look at it and see how it works? Robin agreed this was a good idea, and added that this could be tailored as a complimentary assessment for California, in relation to multiple pathways. All three working groups could use this rubric. Penni also noted that this might be a great way to gain access for multiple pathways to be included as a part of the WASC process for certification.

Teacher Preparation

Kevin pointed out that if WASC changes the way they evaluate, it would then affect teacher preparation. Penni mentioned the project ConnectEd is working on with San Diego State University. ConnectEd is creating an SB 2042 single-subject credential “with a multiple pathway lens.” They will also be adding CSUs San Bernardino, Sacramento, and Fresno. The James Irvine Foundation would also like four additional universities to be added over the next two years (for a total of eight at the end of three years).

Robin noted that a natural next step would be to see if BTSA could be involved. Penni will check with Kathy Harris (ConnectEd’s Director for Technical Assistance and Coaching) to see if BTSA is involved with the districts. This could definitely help with teacher professional development. Penni asked the group if it was realistic to come up with a recommendation by the end of the year that the multiple pathways element be included in WASC accreditation. The Pathway group agreed this would be possible if they knew a good contact at WASC. Penni will follow up with Roman and Gary to see if they have contacts at WASC.

Pathway Working Group Objectives for 2009

In summary, the Pathway group intends to create a toolkit this year, with a focus on postsecondary linkages, models of best practices, and indicators of demonstrated effectiveness. To support these priorities, future meetings will consider ways to produce an experiential site visit that connects high schools, community colleges and other universities that collaborate through articulation agreements. In addition, the Pathway Working Group will explore including multiple pathways in the WASC accreditation process by proposing a rubric to assess effectiveness.

Green Academy Developments

Penni provided updates to the group on green academy opportunities. She asked if any of the pathway members were working with schools applying for the CPA grant for green academies. Keith replied that Antioch is just beginning this discussion. April added that there is potential to “green” many current sectors, such as the Engineering and Manufacturing pathways in which students learn about solar power, wind technology, recycling, and other related issues.

Penni shared with the group that EDC Inc. (through FORD PAS) is working on a green curriculum called "Working Toward Sustainability," which involves four to five week modules in areas related to alternatives to fossil fuels. They have created 20 weeks of curriculum material that is project-based for a 9th grade science course. Penni will send this information out to Pathway members and districts once it is available. CDE has endorsed the curriculum and is sponsoring professional development August 5-6 in Elk Grove.

Follow-Up and Next Step Suggestions for topics for the next meeting:

Next Steps

Participants that attended in person agreed that the face-to-face meeting worked well. Hannah suggested that the next meeting take place after the PBL event in San Diego on May 21st. Penni agreed this would be a good opportunity to meet in person with those members that are in southern California. Those that cannot be in San Diego will have the option to call in.

Follow-Up Items

- Penni will ask other ConnectEd staff if they are interested in judging at the PBL event on May 21st.
- Shireen will get the Pathway member list to Ralph West for the PBL announcements.
- Penni will check into whether or not BTSA is included in the District Initiative planning.
- Shireen will check with the Building Awareness group for a resource list.
- Penni will defer to the Policy Working group on status of K-12 School Board approval for PLTW courses.
- Penni will solicit input concerning well-regarded articulation agreements and current district and school-level efforts to develop and use pathway success indicators.

The next meeting will take place on May 21, 2009 in San Diego from 2:00-4:30 PM (location TBD).

[This meeting date and location have been changed to Friday, June 26, 2009, from 11:30 a.m. to 2:00 p.m. at ConnectEd in Berkeley.]